

Book of Education

John Day 1914

UNIVERSITY OF TORONTO - FACULTY OF EDUCATION.

TORONTO, January 22, 1914.

Dear Mr. Principal;

The Universities are considering the relation of the Normal Entrance Examinations to the Junior Matriculation Examinations. As your experience and judgment will carry great weight in the discussions, your answers to the questions asked below will be gratefully received.

Very truly yours,

W. PAKENHAM.

1. Is there a growing tendency on the part of prospective University students in your school to take the Normal Entrance in lieu of the Junior Matriculation examination?
2. If so, what are the causes? (State in order of importance).
3. If one cause lies in the differences between the examination papers, which are the more difficult? (State in detail).
4. Remarks.-



# INQUIRY AS TO NORMAL ENTRANCE VS. JUNIOR MATRICULATION.

Number of High School headmasters who answered -	92
" who acknowledge tendency towards Normal Entrance -	72
" " deny " " " " -	20
" " explain tendency by desire for "two strings for bow" -	51
" " " " " " " " "greater difficulty" of Matriculation papers -	43
" " " "greater difficulty" by charges of "unfairness" -	30
" " say impossible to separate courses in small schools,	10
" " charge "unfairness" or "greater difficulty" against	
Science papers	11
Physics	9
Chemistry	3
Mathematics	9
History	6
English	2
" " claim Normal Entrance papers more difficult, in	
Mathematics	4
History	2
English	2
Science, Latin,	0

*Some questions on question of unfairness:*

'Matriculation examiners do not understand H.S. conditions'; are not in touch with Middle School pupils; allow ~~enthusiasm~~ enthusiasm to disturb balance; examiners are incompetent, never taught in High Schools and do not know text books; Cannot get down to level of students, but expect too great maturity of intellect;

Matriculation papers are less carefully prepared; less in accordance with prescribed work than Normal Entrance; questions not uniform, not more difficult but poorly worded, indefinite; easier ~~but~~ more tricky; are not a fair test of knowledge of prescribed work; require definite rather than good general knowledge; many catchy questions of no importance; puzzling questions; papers do not cover work fully, are faddish; papers are uneven, too easy or unfairly difficult; are whimsical; run to extremes; Science papers too mathematical; are too technical, expect research work rather than general aspects of Science.



497

May 19th, 1914

The Chairman and Members of the Board of Education,  
Toronto.

Gentlemen:

I have been requested to sign a petition which is to be presented to the Board of Education requesting the Board to defer the carrying out of the proposal to superannuate all the teachers who have reached the age of sixty and sixty-five. I felt that it would be better for me to write than to sign the petition.

It seems to me that rigidly to adhere to such a rule might prematurely deprive the city of the services of an admirable man, and if it were possible to have the rule general it should meet the case. However, it seems to me to be only just that if you make the comparatively early age of sixty-five the period for retirement absolutely fixed, a reasonable pension should go with the retirement. It is not fair to turn out a man who has served the city well at a comparatively early age when he is still able to earn a good living and make him spend the rest of his life on a small income which might have been considerably increased if he had been given, say, five years more. The size of the income at retirement seems to me to be extremely important, and it is for this reason that I am writing to you.

Yours sincerely,

President.